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Dear Colleagues,

As we launch the 2017–2022 contract cycle, I wanted to take a moment to personally express our appreciation, on behalf of all of us here at REL Pacific, for each of you. We are honored to serve the region, and look forward to continuing to work with and learn from you over the next five years. In this issue of our newsletter, we'll share some recently published REL Pacific and Institute of Education Sciences resources, share what we're doing around the region, and introduce you to our staff. As always, we want to hear from you—your successes, concerns, challenges, and questions. Please feel free to contact me at 808.664.8187, or by email at pherman@mcrel.org. We're looking forward to another successful five years serving the Pacific region.

Phillip Herman
Director, REL Pacific at McREL International

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Meet Our Staff

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Phillip Herman, Director



Phillip Herman, Ph.D., is the Director of the IES-funded Regional Educational Laboratory Pacific (REL Pacific) contract and a learning scientist who has extensive expertise in educational research and development. As the REL Pacific director,

Dr. Herman oversees contract administration and research efforts within the Pacific service region. He is a principal investigator and author on a number of recent IES research studies. Dr. Herman presents regularly at conferences within the Pacific region and nationally. Dr. Herman holds a Ph.D. in Educational Psychology from the University of North Carolina at Chapel Hill, a MAT in Applied Linguistics and a BS in Russian Language, History, and Culture from Georgetown University in Washington, DC.

Robin Jarvis, Deputy Director



As REL Pacific deputy director, Robin provides leadership and oversight on the REL Pacific scope of work and deliverables, including technical assistance, professional development, consulting, and publications. Dr. Jarvis is committed

to ensuring that traditionally underserved children are provided high quality educational opportunities. Dr. Jarvis has extensive experience as a classroom teacher, principal, superintendent, and federal contracts manager. Dr. Jarvis holds three degrees from Louisiana State University: a Bachelor degree in elementary education, a Master's in elementary and early childhood education, and a Ph.D. in education leadership and research.

Sheila Arens, Executive Director of Evaluation



Dr. Sheila Arens provides research support and serves as principal investigator for REL Pacific research studies, including acting as the quality control manager to ensure that REL Pacific research studies meet IES standards for empirical

research and associated analyses. She has served as a principal investigator on a number of studies funded through IES. Her research and reviews have been published in the *Journal of Offender Rehabilitation*, *New Directions for Program Evaluation*, *Revue mesure et évaluation en éducation (Measures and Evaluation in Education)*, *Evaluation and Program Planning*, *Journal of Teacher Education*, *Teaching and Teacher Education*, *Contemporary Psychology*, and *Phi Delta Kappan*. Dr. Arens holds a master's degree in experimental psychology with emphases in program evaluation and psychometrics from the University of Colorado at Colorado Springs and a doctorate in Inquiry Methodology with emphases in program evaluation and educational policy studies from Indiana University, Bloomington.

Daisy Carreon, Managing Researcher



As a managing researcher at REL Pacific, Dr. Daisy Carreon leads training and technical assistance throughout the Pacific region and conducts research and evaluation studies of K-12 education programs. Her

expertise is in quantitative analysis of large nationally representative databases and survey research. Daisy has published peer-reviewed journal articles in the areas of program evaluation, racial and ethnic health

disparities, and neighborhood and contextual effects, and is an author on several recent Institute of Education Sciences studies. Dr. Carreon holds a Ph.D. in Sociology and an M.P.H. in Community Health from the University of California.

Johanna Carillo, Administrative Specialist



As the administrative specialist for REL Pacific, Johanna provides administrative support to office personnel, including formatting documents, preparing information packets for meetings, copying, data entry and other related duties.

Johanna also serves as receptionist for our offices, so when you call us, it's Johanna's voice you'll hear! Johanna graduated with a diploma from Lahainaluna High School on Maui.

Judy Counley, New Media Developer



Judy Counley designs and manages the production of REL Pacific's interactive materials, newsletters, videos, and web materials, including the REL Pacific website. In addition to her work with REL Pacific, her most recent work

includes web development and full production and editing of digital video to enhance educational materials for NASA's Dawn mission and the Discovery and New Frontiers Program. Judy received a BFA in digital artistry from the University of Puget Sound and Metro State University.

Ben Cronkright, Consultant



REL Pacific Consultant Ben Cronkright provides support for REL Pacific research studies and project planning through coaching, guidance, and needs-sensing efforts in leadership development and systems improvement.

Under the last contract, Ben also served as project lead in the Republic of the Marshall Islands to deepen internal capacities in culturally responsive evaluation, and in Guam to deepen internal capacities in family and community engagement in schooling. Prior to joining REL Pacific, Ben served as a federal programs manager and academic officer at the Hawaii State Charter School Commission. He received his Bachelor's degree in History/English and his Master's in Educational Leadership from Saginaw Valley State University.

Barry Harris, Managing Consultant



As a managing consultant at REL Pacific, Dr. Barry Harris works with our Partnerships and Alliances in consulting, training and coaching, and technical assistance throughout the Pacific region. His expertise is in the areas

of school leader development and teacher effectiveness and school climate. Dr. Harris previously worked at the Hawaii State Department of Education, where he was an education specialist with the Professional Development and Educational Research Institute, and as a principal with the Cobb County School District in Marietta, Georgia. Dr. Harris holds a Ph.D. in Education Administration and Supervision from the University of Southern Mississippi and an M.Ed. in School Guidance and Counseling from Georgia Southern University.

Meet Our Staff

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Susan Lopez, Project Manager



Susan Lopez serves as the project manager on the REL Pacific contract, which includes leading the development of the REL annual plan and monitoring the budget and reporting to IES. Her expertise is in project management

and education policy. She has led several meetings for researchers and policymakers in the Pacific region and nationwide, on the topics of civic and arts education and college and career readiness. Ms. Lopez holds an M.P.A. in Public Affairs from the LBJ School at the University of Texas Austin and a B.A. in English from the University of Colorado Boulder. She is a certified Project Management Professional (PMP).

Kirsten Miller, Communications Manager



Kirsten manages dissemination under the REL Pacific contract, including newsletters, social media, infographics, webinars and other presentations, and writes and edits a variety of reports, articles, and other

publications. She has published articles in *Educational Leadership*, *Principal Leadership*, *Phi Delta Kappan*, *Science Scope*, and *Principals Research Review*, budgets and is a coauthor of *Classroom Instruction That Works with English Language Learners*, 2nd edition. She holds a B.A. in English from Southern Utah University.

Rebeka Rainwater, Executive Assistant



Rebeka provides executive support to REL Pacific staff, Board of Directors, Locally Based Consultants, and IES Contracting Officers. She also serves as the office liaison for fiscal, IT, and HR issues, and supports the REL with

project management and quality assurance. Rebeka is always willing to point you in the right direction regarding the REL, or regarding any other questions. She loves taking on new projects and is excited about expanding her horizons as she continues her career with REL Pacific. Rebeka began her career teaching K–3rd grade at a private school in Austin, Texas. Rebeka holds a B.A. from the University of Texas at Austin, where she studied business, liberal arts, and fine arts.

Susan Ryan, Consultant



Susan Ryan is a certified English language arts teacher and a standards expert, with extensive experience with Hispanic and Hmong students. She has reviewed and revised language arts, social studies, and other

standards documents for numerous districts, state agencies, and organizations, and has significant experience in developing assessment items, reviewing instructional materials, and creating lesson plans. Susan holds a B.A. in English from the University of Colorado and completed the teaching licensure program at Metropolitan State College of Denver. As a certified Project Management Professional (PMP), Susan helps keep our work in REL Pacific moving by coordinating timelines and project activities, while reporting on our progress and budgets.

Dr. Daisy Carreon Presents at 2017 AERA Conference

On April 30, REL Pacific Managing Researcher Dr. Carreon presented a session at the American Educational Research Association 2017 conference. Dr. Carreon's session, which was titled *Helping More Students Prepare for and Succeed in College and Careers in the Northern Mariana Islands*, was part of a larger panel session on Innovation in Student Success. Dr. Carreon provided an overview of the Northern Mariana Alliance for College and Career Readiness and Success, its goals, the technical assistance provided by REL Pacific, and REL Pacific's recent study, *Comparing Enrollment, Characteristics, and Academic Outcomes of Students in Developmental Courses and Those in Credit-bearing Courses at Northern Marianas College*. Dr. Carreon began her presentation by noting that the comprehensive approach to college and career readiness facilitated by REL Pacific included a focus on technical assistance support, in the form of workshops and small-group coaching sessions, and co-designed research studies, which included both high school and college data to determine college readiness. Some achievements of the technical support included developing a local definition of CCR for the Northern Mariana Islands; learning about the value of college and career readiness indicators in school improvement; creating an increased awareness of readiness data available within different organizations; learning about

nationally used approaches to readiness, and learning about the principles and tools of improvement science. In addition, the alliance identified alignment between K-12 and college, and K-12 and careers, as a critical improvement strategy.

Dr. Carreon then provided an overview of a recent REL Pacific study, *Comparing Enrollment, Characteristics, and Academic Outcomes of Students in Developmental Courses and Those in Credit-bearing Courses at Northern Marianas College*. Dr. Carreon explained that data from Northern Marianas College were used to explore the academic outcomes of students seeking associate degrees after eight semesters at the college. The study compared students who enrolled in developmental English or math to students who only enrolled in credit-bearing courses. The vast majority of students (91 percent in math, 80 percent in English) enrolled in developmental courses. Students who only enrolled in credit-bearing courses had much more positive outcomes. Most developmental students did not advance to take even one credit-bearing English or math course. There is little research on the academic outcomes of Pacific Islanders at community colleges. This study found that developmental education, as currently designed, did not help most students catch up and graduate. Dr. Carreon closed her session by summarizing the information presented in the session and providing contact information for follow-up.

Look for us at these upcoming conferences!

Micronesia Teacher Education Conference: Today's Children, Tomorrow's Future.
Colonia, Yap | July 12-14, 2017 | <http://mtecyap.org/>

2017 Pacific Educational Conference (PEC): Quality and Sustainability in Education for Student Success (Bedochel e Motekau el Kedul a Omesuub el Kirel a Klungioliir a Rengalek). Koror, Republic of Palau | July 17-21, 2017 | <http://prel.org/pec2017/>

Center for Culturally Responsive Evaluation and Assessment (CREA): Fourth International Conference.

Chicago, IL | Sept. 27-29, 2017 | <http://crea.education.illinois.edu/home/crea-conference-2017>

Learn More About the Regional Educational Laboratory Program!

REL Pacific is one of 10 Regional Educational Laboratories established and funded by the U.S. Department of Education's Institute of Education Sciences. The laboratories work with partnerships and alliances within their respective regions to develop research and provide technical assistance to support evidence-based education outcomes. The REL Pacific region encompasses approximately 4.9 million square miles and serves 10 Pacific island entities, including American Samoa; the Commonwealth of the Northern Mariana Islands; the Federated States of Micronesia—Chuuk, Kosrae, Pohnpei and Yap; Guam; Hawai'i; the Republic of the Marshall Islands; and the Republic of Palau. REL Pacific is housed at McREL International's Honolulu office. To learn more about REL Pacific, and the nine other labs in Regional Educational Laboratory Program, visit <https://ies.ed.gov/ncee/edlabs/>.

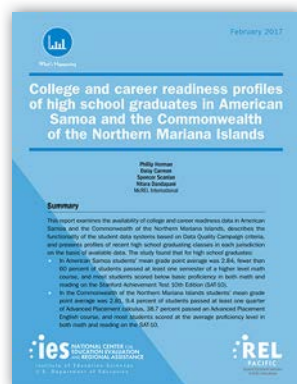
Check Out These Recent Reports From REL Pacific!

College and Career Readiness Profiles of High School Graduates in American Samoa and the Commonwealth of the Northern Mariana Islands

This report examines the availability of college and career readiness data in American Samoa and the Commonwealth of the Northern Mariana Islands, describes the functionality of the student data systems based on Data Quality Campaign criteria, and presents profiles of recent high school graduating classes in each jurisdiction.

The study found that for high school graduates:

- In American Samoa, students' mean grade point average was 2.84, fewer than 60 percent of students passed at least one semester of a higher-level math course, and most students scored below basic proficiency in both math and reading on the Stanford Achievement Test 10th Edition (SAT-10).



- In the Commonwealth of the Northern Mariana Islands, students' mean grade point average was 2.81, 9.4 percent of students passed at least one quarter of Advanced Placement calculus, 38.7 percent passed an Advanced Placement English course, and most students scored at the average proficiency level in both math and reading on the SAT-10.

Check out the full report at <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=398>.

Academic Achievement and Classification of Students from the Freely Associated States in Guam Schools

Guam is home to the largest population of migrants from the Freely Associated States (FAS): the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. FAS students made up 22 percent of total student enrollment in Guam public schools in 2012.

FAS students face several challenges when they enter Guam public schools, including low English language proficiency and low socioeconomic status. Using data from the 2013/14 administration of the SAT-10 reading, math, and language arts subtests in Guam, this study examined how the characteristics and outcomes of FAS students compare with those of other students in Guam. The study found that few test takers (both FAS and non-FAS students) scored at proficient or advanced levels and that FAS students were more likely than non-FAS students to receive a below basic score and less likely to receive any other score. FAS students were more likely than non-FAS students to be classified as English learner students and less likely to be receiving special education services. These results indicate that students from the Freely Associated States may require additional supports and a stronger focus on academic achievement and integration into Guam schools. To read the full study, link to <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=428>.



Using High School Data to Understand College Readiness in the Northern Mariana Islands

The study used both high school and college data to examine the college readiness of public high school graduates in the Northern Mariana Islands. Students were considered college ready if they were placed in only credit-bearing English or math courses. Demographic information was available about students' gender, ethnicity, primary language spoken at home, and economic need (based on whether or not students received Pell grants). The study found that 19.6 percent of students placed into credit-bearing English courses. Nearly 23 percent of female students, compared to about 16 percent of male students, placed into credit-bearing English courses. In math, 7.8 percent of students placed into credit-bearing courses. Students who did not receive Pell grants were more likely to place into credit-bearing math courses. To read the full report, link to https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2017268.pdf.



Comparing Enrollment, Characteristics, and Academic Outcomes of Students in Developmental Courses and Those in Credit-bearing Courses at Northern Marianas College

This study reports on the academic outcomes of full-time first time freshman seeking associate degrees who entered Northern Marianas College from fall semester 2008 through fall semester 2010. In English, 80.1 percent of these students enrolled in developmental courses; in math, 91 percent enrolled in developmental courses. To determine their academic outcomes, these students were tracked for eight semesters after their first year in college. The study found that students who initially enrolled in credit-bearing English or math classes had consistently more positive outcomes than students who initially enrolled in non-credit developmental English or math courses. Read the full report at https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2017269.pdf.



Contributors:

Kirsten Miller - communications manager
Judy Counley - new media developer



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REL Pacific

Serving American Samoa,
Commonwealth of the Northern Mariana Islands,
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